

# SEAC SPED Task Force Suggestions for Discussion

September 17, 2020

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# Decorum

There have been recent reports of inappropriate conduct during some virtual meetings.

- Inappropriate and/or disruptive conduct is not permitted.
- We expect that our community will be respectful and on-topic.

In order to be open and collaborative, we are setting the following rules and expectations.

- This is an ad-hoc, working meeting of SEAC members.
- Meetings are open to the public.
- We will provide opportunities to participate.
- SEAC members who have identified themselves have the priority to speak.
- SEAC welcomes everyone, we need to keep the meeting on track and will limit comments to allow members to speak and move through the meeting.

# Decorum

Rules and expectations (cont).

- Members of the public may request to speak by using the “raise your hand” button (we will try to get to everyone, but time may not allow).
- If that request is granted by the meeting organizer, you may speak during the current discussion unless/until notified that you no longer have leave to speak (“thank you, please mute.”)
- Unless/until granted, you may not speak and must mute your microphone.
- Any speech or conduct that is inappropriate, disruptive, without permission to speak (public), or outside of the meeting’s agenda may result in actions to protect decorum, including but not limited to: warning, muting the speaker, and removal. If removed, you are not permitted to re-join.

These are SEAC’s normal rules of decorum, but we are reminding everyone of these expectations.

# Background

## **USDOE Secretary DeVos Reiterates Learning Must Continue for All Students, Declines to Seek Congressional Waivers to FAPE, LRE Requirements of IDEA**

April 27, 2020

- WASHINGTON — U.S. Secretary of Education Betsy DeVos today reaffirmed her long-held position that individualized education must take place for all students, including students with disabilities.
- As a result, the Secretary is not recommending Congress pass any additional waiver authority concerning the Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE) requirements of the Individuals with Disabilities Education Act (IDEA), reiterating that learning must continue for all students during the COVID-19 national emergency.

# Background

## **USDOE DeVos Cont.**

- As requested by Congress in the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Secretary DeVos examined certain federal education laws to determine what, if any, additional waiver authority the Secretary believes is necessary to provide limited flexibility to state and local education agencies during this unprecedented time.
- The Secretary determined there is no reason that a student's access to FAPE cannot continue online, through distance education or other alternative strategies.
- "We undertook this task acknowledging the reality that most students and teachers are at home today; yet, America's teachers want to keep teaching and students need to keep learning," said Secretary DeVos.
- "While the Department has provided extensive flexibility to help schools transition, there is no reason for Congress to waive any provision designed to keep students learning. With ingenuity, innovation, and grit, I know this nation's educators and schools can continue to faithfully educate every one of its students."

# Background

## **USDOE DeVos Cont.**

As the USDOE reviewed applicable federal law, it did so with these core principles in mind:

- The health and safety of America's students, teachers, parents, and administrators is a top priority.
- Learning must continue for all students.
- Decision-making must be based on what is best for students, not the "system."
- Parents must be informed about the impact waivers will have on their children's education and consent to those changes.
- Services typically or historically provided in person must naturally occur differently.

# (Initial) Community Concerns

SEAC has received many concerning reports from families and teachers.

Areas of concern include (but are not limited to):

TDLPs	Untimely IEP meetings	Failure to implement IEPs
Policy 5310	IEP revisions w/o meetings	Lack of access (Gen & SPED)
ESY	IEP service cuts	Denial of parental participation
Regression	IEP legal statements	Communication and candor
New SPED needs	IEP teams lack information	Culture of no / can't / won't
Compensatory ed.	IEP teams can't make decisions	Discrimination and retaliation
DL IEPs not done	Don't know what the tech can do	Disabled lives don't matter
One-modality IEPs	Lack of peer/private school info	Lack of plans to move forward

# Scope of Work

1. Reach out to the community for more information and gather current community concerns.
  - Look for concerns not captured
  - Prioritize initial concerns and try to narrow work for feasibility's sake
  - Decide what to pursue in TF
2. Identify and request relevant data from LCPS.
  - If we need data, we should request it soon.
3. Research possible solutions to address concerns
  - We can divide and start researching/brainstorming now
  - Prefer solutions at least initially implementable in weeks
4. Iterate and develop 5-10 specific concerns with recommended solutions
  - We can always decide to refer further work to subcommittees